



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12001495  
SAU: MSAD 06  
School: Bonny Eagle Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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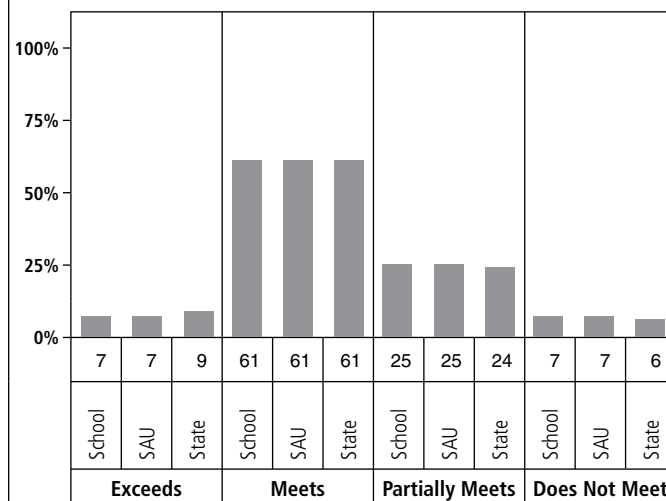
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

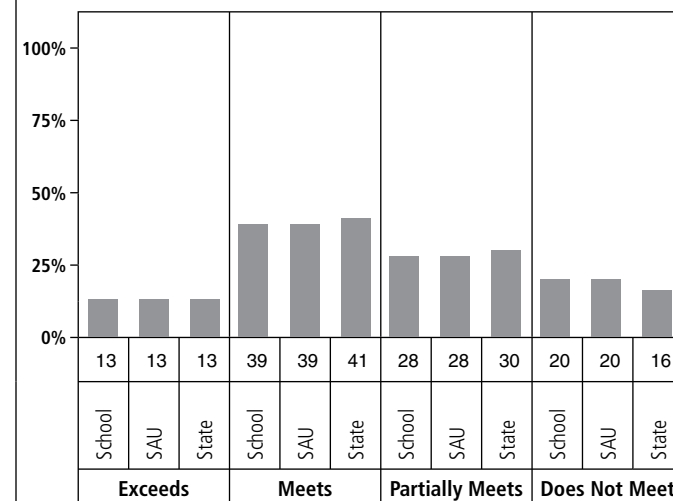
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	646	646	646
2007–2008	646	646	648
<b>2008–2009</b>	<b>645</b>	<b>645</b>	<b>647</b>
Cum. Avg.*	646	646	647
<b>Mathematics</b>			
2006–2007	640	640	643
2007–2008	639	639	642
<b>2008–2009</b>	<b>642</b>	<b>642</b>	<b>643</b>
Cum. Avg.*	640	640	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	323	100	323	100	14251	100	322	100	322	100	14150	99	321	99	321	99	14156	100						
<b>Ethnicity</b> African American/Black	5	2	5	2	421	3	5	100	5	100	412	98	5	100	5	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	3	1	3	1	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	1	0	1	0	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	314	97	314	97	13309	93	313	100	313	100	13224	100	312	99	312	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	58	18	58	18	2468	17	58	100	58	100	2423	99	57	98	57	98	2426	99						
<b>Current LEP</b>	1	0	1	0	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
<b>Economically disadvantaged</b>	132	41	132	41	5780	41	131	99	131	99	5724	99	130	98	130	98	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	272	84	272	84	11369	80	280	87	280	87	11373	80						
Identified disability (PET/IEP)	10	4	10	4	355	3	18	6	18	6	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	1	0	1	0	172	2	1	0	1	0	175	2						
<b>Participation with accommodations</b>	42	13	42	13	2594	18	37	11	37	11	2605	18						
Identified disability (PET/IEP)	40	95	40	95	1881	73	35	95	35	95	1877	72						
LEP	1	2	1	2	155	6	1	3	1	3	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	1	2	1	2	519	20	1	3	1	3	532	20						
<b>Participation through alternate assessment (PAAP)</b>	8	2	8	2	187	1	4	1	4	1	178	1						
Identified disability (PET/IEP)	8	100	8	100	187	100	4	100	4	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	1	0	1	0	75	1	2	1	2	1	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	22	8	22	8	1132	8
	2007-2008	24	9	24	9	1817	13
	<b>2008-2009</b>	<b>21</b>	<b>7</b>	<b>21</b>	<b>7</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	67	8	67	8	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	169	58	170	58	8127	57
	2007-2008	147	54	148	54	8072	57
	<b>2008-2009</b>	<b>191</b>	<b>61</b>	<b>191</b>	<b>61</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	507	58	509	58	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	73	25	73	25	3549	25
	2007-2008	80	29	81	30	3194	23
	<b>2008-2009</b>	<b>79</b>	<b>25</b>	<b>79</b>	<b>25</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	232	27	233	27	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	25	9	26	9	1478	10
	2007-2008	21	8	21	8	981	7
	<b>2008-2009</b>	<b>23</b>	<b>7</b>	<b>23</b>	<b>7</b>	<b>799</b>	<b>6</b>
	Cum. Total*	69	8	70	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.4	57.9	32.4	57.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.6	58.0	11.6	58.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.9	58.1	20.9	58.1	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	314	21	7	191	61	79	25	23	7	645	314	7	61	25	7	645	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	5	2	40	1	20	1	20	1	20	648	5	40	20	20	20	648	403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	305	18	6	190	62	75	25	22	7	645	305	6	62	25	7	645	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	50	1	2	10	20	25	50	14	28	635	50	2	20	50	28	635	2236	1	30	48	22	637
No	264	20	8	181	69	54	20	9	3	647	264	8	69	20	3	647	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	1										1						322	2	39	37	21	638
No	313	21	7	191	61	78	25	23	7	645	313	7	61	25	7	645	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	126	4	3	73	58	37	29	12	10	643	126	3	58	29	10	643	5617	4	54	33	9	643
No	188	17	9	118	63	42	22	11	6	647	188	9	63	22	6	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	314	21	7	191	61	79	25	23	7	645	314	7	61	25	7	645	13959	9	61	24	6	647
<b>Gender</b>																						
Female	149	16	11	96	64	29	19	8	5	647	149	11	64	19	5	647	6743	13	63	20	4	649
Male	165	5	3	95	58	50	30	15	9	644	165	3	58	30	9	644	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	42	0	0	17	40	18	43	7	17	638	42	0	40	43	17	638	1408	4	41	43	12	641
No	272	21	8	174	64	61	22	16	6	646	272	8	64	22	6	646	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	21	9	43	12	57	0	0	0	0	660	21	43	57	0	0	660	636	39	59	2	0	659
No	293	12	4	179	61	79	27	23	8	644	293	4	61	27	8	644	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	4	33	6	50	2	17	639	4	0	33	50	17	639	6	5	47	32	16	642
B. less than one hour	64	14	7	120	60	52	26	13	7	645	64	7	60	26	7	645	59	9	62	24	5	647
C. one to two hours	31	7	7	63	66	20	21	6	6	647	31	7	66	21	6	647	32	11	64	21	4	648
D. more than two hours	1	0	0	2	50	1	25	1	25	639	1	0	50	25	25	639	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	14	14	69	69	11	11	6	6	650	32	14	69	11	6	650	31	17	66	14	3	651
B. good	48	7	5	92	62	41	28	8	5	645	48	5	62	28	5	645	48	8	64	23	5	647
C. fair	17	0	0	24	45	23	43	6	11	641	17	0	45	43	11	641	18	2	48	40	10	641
D. poor	3	0	0	4	44	3	33	2	22	638	3	0	44	33	22	638	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	9	10	60	69	13	15	5	6	648	28	10	69	15	6	648	38	13	65	18	3	650
B. They match some of what I have learned.	56	9	5	106	61	48	28	11	6	645	56	5	61	28	6	645	49	8	63	24	5	647
C. They match just a little of what I have learned.	12	2	6	15	42	14	39	5	14	641	12	6	42	39	14	641	10	5	48	36	11	642
D. There is no match.	5	1	7	8	57	4	29	1	7	645	5	7	57	29	7	645	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	17	1	2	32	60	11	21	9	17	642	17	2	60	21	17	642	16	7	52	30	11	644
B. about the same as my regular schoolwork	67	17	8	133	64	48	23	9	4	647	67	8	64	23	4	647	66	10	64	22	4	648
C. easier than my regular schoolwork	16	3	6	24	49	19	39	3	6	644	16	6	49	39	6	644	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	1	3	13	39	11	33	8	24	638	11	3	39	33	24	638	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	8	5	100	58	54	31	10	6	644	56	5	58	31	6	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	12	12	71	70	14	14	4	4	650	33	12	70	14	4	650	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	8	6	69	56	35	28	12	10	644	40	6	56	28	10	644	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	56	13	7	115	66	42	24	5	3	647	56	7	66	24	3	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	5	45	2	18	4	36	638	4	0	45	18	36	638	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	10	20	32	63	8	16	1	2	651	16	20	63	16	2	651	23	15	65	16	4	650
B. 20 minutes to an hour	54	10	6	100	60	46	27	12	7	645	54	6	60	27	7	645	49	10	64	22	4	648
C. less than 20 minutes	11	0	0	22	65	10	29	2	6	645	11	0	65	29	6	645	11	6	58	29	7	645
D. I rarely read at home.	19	1	2	35	60	15	26	7	12	642	19	2	60	26	12	642	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	25	0	0	0	0	1	100	0	0	638	25	0	0	100	0	638						
B.	50	0	0	0	0	1	50	1	50	628	50	0	0	50	50	628						
C.	0										0											
D.	25	0	0	1	100	0	0	0	0	654	25	0	100	0	0	654						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	24	8	24	8	2092	15
	2007-2008	22	8	22	8	1474	10
	<b>2008-2009</b>	<b>40</b>	<b>13</b>	<b>40</b>	<b>13</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	86	10	86	10	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	97	34	97	33	5731	40
	2007-2008	108	40	108	39	6008	43
	<b>2008-2009</b>	<b>123</b>	<b>39</b>	<b>123</b>	<b>39</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	328	37	328	37	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	111	38	113	39	4175	29
	2007-2008	79	29	80	29	4244	30
	<b>2008-2009</b>	<b>90</b>	<b>28</b>	<b>90</b>	<b>28</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	280	32	283	32	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	57	20	57	20	2308	16
	2007-2008	63	23	64	23	2346	17
	<b>2008-2009</b>	<b>64</b>	<b>20</b>	<b>64</b>	<b>20</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	184	21	185	21	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	29.8	53.2	29.8	53.2	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	10.2	56.7	10.2	56.7	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.5	54.2	6.5	54.2	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.9	49.3	6.9	49.3	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.2	51.7	6.2	51.7	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 06  
 School: Bonny Eagle Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	317	40	13	123	39	90	28	64	20	642	317	13	39	28	20	642	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	5	3	60	0	0	1	20	1	20	648	5	60	0	20	20	648	406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	308	36	12	122	40	88	29	62	20	642	308	12	40	29	20	642	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	53	3	6	5	9	11	21	34	64	625	53	6	9	21	64	625	2248	3	18	33	46	629
No	264	37	14	118	45	79	30	30	11	645	264	14	45	30	11	645	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	1										1						331	3	22	35	40	631
No	316	40	13	122	39	90	28	64	20	642	316	13	39	28	20	642	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	127	12	9	40	31	44	35	31	24	638	127	9	31	35	24	638	5620	6	33	37	25	637
No	190	28	15	83	44	46	24	33	17	644	190	15	44	24	17	644	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	317	40	13	123	39	90	28	64	20	642	317	13	39	28	20	642	13974	13	41	30	16	643
<b>Gender</b>																						
Female	149	21	14	50	34	49	33	29	19	642	149	14	34	33	19	642	6738	12	40	32	16	642
Male	168	19	11	73	43	41	24	35	21	642	168	11	43	24	21	642	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	42	0	0	7	17	16	38	19	45	628	42	0	17	38	45	628	1410	3	24	41	32	634
No	275	40	15	116	42	74	27	45	16	644	275	15	42	27	16	644	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	21	18	86	3	14	0	0	0	0	672	21	86	14	0	0	672	637	65	32	3	0	665
No	296	22	7	120	41	90	30	64	22	640	296	7	41	30	22	640	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 06  
School: Bonny Eagle Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	3	23	2	15	8	62	623	4	0	23	15	62	623	6	7	32	28	32	636
B. less than one hour	64	25	12	80	40	58	29	38	19	642	64	12	40	29	19	642	59	13	41	30	16	643
C. one to two hours	31	15	15	38	39	28	29	16	16	644	31	15	39	29	16	644	32	14	41	31	14	644
D. more than two hours	1	0	0	1	25	2	50	1	25	631	1	0	25	50	25	631	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	23	31	29	39	10	14	12	16	650	24	31	39	14	16	650	30	27	45	18	9	651
B. good	45	12	8	65	46	43	30	22	15	642	45	8	46	30	15	642	46	9	45	31	15	643
C. fair	26	3	4	25	31	30	38	22	28	637	26	4	31	38	28	637	20	2	29	43	26	635
D. poor	5	1	6	3	18	7	41	6	35	631	5	6	18	41	35	631	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	14	16	42	47	21	23	13	14	645	29	16	47	23	14	645	35	18	42	27	13	646
B. They match some of what I have learned.	53	18	11	66	40	49	29	34	20	642	53	11	40	29	20	642	50	11	43	31	15	643
C. They match just a little of what I have learned.	15	7	15	12	26	17	37	10	22	641	15	15	26	37	22	641	13	8	31	36	26	638
D. There is no match.	3	0	0	2	20	3	30	5	50	626	3	0	20	30	50	626	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	30	8	9	34	36	33	35	19	20	640	30	9	36	35	20	640	32	7	40	34	20	640
B. about the same as my regular schoolwork	54	14	8	75	45	44	27	33	20	642	54	8	45	27	20	642	56	13	42	30	15	644
C. easier than my regular schoolwork	16	17	35	13	27	10	20	9	18	648	16	35	27	20	18	648	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	12	10	49	40	39	32	23	19	641	40	10	40	32	19	641	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	56	24	14	69	40	45	26	34	20	642	56	14	40	26	20	642	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	5	3	21	1	7	6	43	4	29	640	5	21	7	43	29	640	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	1	6	6	35	1	6	9	53	630	5	6	35	6	53	630	6	8	29	29	34	635
B. 30–45 minutes	13	5	12	12	29	14	34	10	24	640	13	12	29	34	24	640	33	10	37	34	19	641
C. 45–60 minutes	34	9	8	37	35	42	40	18	17	640	34	8	35	40	17	640	45	15	44	29	12	645
D. more than 60 minutes	48	25	17	66	44	33	22	26	17	645	48	17	44	22	17	645	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	12	3	8	13	36	10	28	10	28	639	12	8	36	28	28	639	9	14	35	29	22	641
B. two or three days a week	54	18	11	65	39	53	32	32	19	642	54	11	39	32	19	642	26	15	40	30	16	644
C. two or three times each month	23	5	7	34	47	20	28	13	18	641	23	7	47	28	18	641	31	13	43	30	14	644
D. never or almost never	12	13	36	8	22	7	19	8	22	646	12	36	22	19	22	646	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	30	8	9	32	34	35	37	19	20	640	30	9	34	37	20	640	17	8	35	33	24	639
B. two or three days a week	39	11	9	55	46	32	27	22	18	642	39	9	46	27	18	642	28	13	42	30	15	643
C. two or three times each month	17	12	22	20	37	13	24	9	17	646	17	22	37	24	17	646	31	15	43	30	13	645
D. never or almost never	14	8	19	12	28	10	23	13	30	638	14	19	28	23	30	638	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	20	0	0	1	100	0	0	0	0	650	20	0	100	0	0	650						
B.	40	0	0	0	0	0	0	2	100	602	40	0	0	0	100	602						
C.	0										0											
D.	40	1	50	0	0	0	0	1	50	647	40	50	0	0	50	647						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
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